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1920/21

THE CREIGHTON UNIVERSITY BULLETIN

VOLUME TWELVE
NUMBER SIX

MAY FIFTEENTH
1 9 2 0

HIGH SCHOOL

ANNOUNCEMENT

1920-1921



The
Creighton University Press
OMAHA
1920

Published semi-monthly from March to June inclusive by The Creighton University, Omaha, Nebraska. Entered as Second Class matter, March 1, 1919, at the Post Office at Omaha, Nebraska, under the Act of July 16, 1894.

CALENDAR

1920

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|-----------|----|-----------|--|
| August | 28 | Saturday | Examinations for Admission. |
| September | 4 | Saturday | Registration and Classification. |
| September | 6 | Monday | Registration and Classification. |
| September | 7 | Tuesday | Class work begins, 9:00 A. M. |
| September | 15 | Wednesday | Solemn Mass of the Holy Ghost, 9:00 A. M. |
| September | 16 | Thursday | The Creighton Literary Society or- ganizes. |
| September | 20 | Monday | Sodality organizes. |
| September | 25 | Saturday | Conditioned Examinations. |
| November | 25 | Thursday | Thanksgiving Day. |
| December | 8 | Wednesday | Feast of the Immaculate Conception. |
| December | 17 | Friday | Christmas Recess begins, 3:00 P. M. |

1921

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|-----------|----|-----------|-----------------------------------|
| January | 3 | Monday | Class resumed, 9:00 A. M. |
| January | 20 | Thursday | Mid-Year Examinations. |
| January | 28 | Friday | Assembly. |
| January | 29 | Saturday | Registration. |
| January | 31 | Monday | Second Semester begins. |
| February | 7 | Monday | Founders' Day |
| February | 22 | Tuesday | Washington's Birthday. |
| February | 26 | Saturday | Conditioned Examinations. |
| February | 28 | Monday | Elocution Preliminaries begin. |
| March | 21 | Monday | Annual Retreat begins. |
| March | 24 | Thursday | Easter Recess begins. |
| March | 31 | Thursday | Classes resumed, 9:00 A. M. |
| April | 12 | Tuesday | High School Public Debate. |
| April | 28 | Thursday | Elocution Contest. |
| May | 6 | Friday | President's Day |
| May | 27 | Friday | Flag Day. |
| May | 30 | Monday | Decoration Day. |
| June | 6 | Monday | Final Examinations begin. |
| June | 15 | Wednesday | Assembly, Commencement Exercises. |
| September | 1 | Thursday | Examinations for Admission. |
| September | 3 | Saturday | Registration and Classification. |
| September | 5 | Monday | Registration and Classification. |
| September | 6 | Tuesday | Class work begins, 9:00 A. M. |

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THE CREIGHTON UNIVERSITY.

HIGH SCHOOL

SYSTEM OF EDUCATION

The system of education in use in this High School is that employed in more than two hundred educational institutions now conducted by members of the Society of Jesus in nearly all parts of the civilized world. This system was drawn up in the first instance by a committee of Jesuit educators and published in 1599. It is that embodied in the publication known as the *Ratio Studiorum*. In essential features it has been followed for 300 years, but in details it has been modified to meet the varying needs of time and place.

The scope or purpose of the Jesuit system of education is not to be sought in the subjects nor in the order or succession in which the different branches are taught, but rather in the goal which is held in view in teaching the various branches. This goal is the harmonious development of the faculties of soul and body of the student. The emphasis is obviously given to the training and development of the faculties of the soul, that is, of the memory, imagination, intellect and will of the student. The aim therefore of this system is to impart what is now known as a liberal education. Hence the training given is not specialized or professional, but general, and is intended to lay the foundation for professional or specialized education. The purpose then of the method followed in Jesuit schools is to give the student an insight into the human nature which is common to himself and to his fellow human beings, to enable him to understand the problems of life—intellectual, moral, social, political and religious.

In regard to his intellect, the purpose of Jesuit education is to open, to broaden, to correct and refine his mind, to give it power over its own faculties, to enable it to acquire the ability to express itself clearly and appropriately. In regard to his will the aim is to form the character of the student, to give him principles and an ideal which will rule the conduct of his life—in a word, to make of the student a Christian gentleman.

As a means of training the mind the Ratio Studiorum emphasizes the study of language and especially of the languages of the ancient Roman Empire and of Greece. The so-called Classical Course has held the place of honor in Jesuit schools for more than 300 years. In spite of the attacks which have been made against this course of study the Society of Jesus considers it the best and most effective method to impart mental training. This conviction, however, does not prevent the offering of other systematic courses, such as the Scientific and Commercial Courses which have a more direct relation with the career of the student.

In its moral training the Jesuit system does not share the opinion of those who think that knowledge of itself has a morally elevating influence. While it places much stress on the correct training of the will and inculcates natural principles which should guide the student's conduct, it holds that religion alone can adequately enlighten the mind and strengthen the will. Hence thorough instruction in the principles of religion forms an essential part of the system. Hence, too, all Catholic students are required to attend the classes in Christian Doctrine, to be present at the Chapel exercises, to make the annual retreat and to approach the Sacrament of Penance and to receive Holy Communion at least once a month.

EQUIPMENT

The Main Building is a large structure of brick trimmed with lime stone, having a frontage of 236 feet and a depth of 124 feet. It contains four stories and the facade is surmounted by a tower 110 feet high. The central portion of this building was the original Creighton College, built in 1877, and at present contains the parlors, a large reading room, the chemical and biological lecture rooms and laboratories, and several recitation rooms.

The South Wing was built in 1888 and extended in 1900. The library, faculty reading room, offices of President and Treasurer together with many private rooms are housed in this wing.

The North Wing was added in 1900 and contains the offices, the department of Physics, and many recitation rooms.

The General Library is located in the south wing of the main building and contains 25,000 volumes, besides Federal Government and State Publications.

The University Chapel, generally known as St. John's Church, is situated a few yards west of the main building, facing California street. It was erected in 1887; is English Gothic in architecture and built of Warrensburg sandstone.

The Auditorium is a separate building of red brick just west of the chapel. It has a seating capacity of seven hundred, and the stage is generously equipped with scenery and other appurtenances required for dramatic productions.

St. John's Hall, located on the southwest corner of 25th and California streets, contains room for about ninety students. The discipline of the Hall is under the supervision of College authorities and conditions favorable for serious study are maintained.

Bishop O'Connor Hall is a dormitory located at 25th and Cass streets. Archbishop J. J. Harty purchased the Clark property in 1917 and has had the grounds and building equipped to take care of sixty students. A diocesan priest is in charge of this Hall and parents who entrust their sons to his care can be certain that studies and conduct will be carefully supervised.

Students of the High School have access to the University Gymnasium which offers special facilities for physical exercise and recreation. The building contains a spacious exercise room 170 by 90 feet, a running track, several hand-ball and squash courts, a swimming pool 75 by 30 feet, billiard rooms, bowling alleys, club rooms, locker and shower rooms. The equipment throughout is the best and a competent director is in charge.

The Department of Physics occupies the entire front of the north wing on the third floor. There is every convenience for experimenting with sunlight and with arc and incandescent lamps, with direct and alternating currents, supplied by external circuits, with compressed and rarified air, gas, water and the like. Nearby are two laboratories generously equipped with instruments and conveniences for the students' work.

The cabinet of physical apparatus is exceptionally well stocked with instruments of all kinds. Besides the ordinary physical equipment there is a triple stereopticon with every attachment, prism and grating spectroscopes, a binocular microscope with ten objectives, an elaborate outfit and a large classified list of prepared objects, an electric gyroscope, a motor generator, a very large induction coil, and a display of Geissler tubes.

SOCIETIES

1. THE SODALITY OF THE IMMACULATE CONCEPTION.

The Sodality is an organization of Catholic students who propose to aim at a more than ordinary degree of earnest and practical Christian virtue. To attain this end the principal means employed is devo-

tion to the Blessed Virgin Mary, Mother of God, by the study and imitation of her virtues, and by practices of piety in her honor.

The purpose of the Sodality, however, is not limited to fostering the personal piety of the members. It aims, furthermore, at instructing them in methods of Christian zeal and charity, and stimulating them to the performance of social works. The result is to make them at once devout Christians and men of action such as the social needs of the present day demand.

At the weekly meeting the Little Office of the Blessed Virgin is recited, and an appropriate instruction or exhortation is given by the director, a member of the Faculty.

2. THE APOSTLESHIP OF PRAYER—LEAGUE OF THE SACRED HEART.

To encourage devotion to the Sacred Heart and to enable the students to acquire, while at school, the zeal for the interests of our Lord, Apostleship of Prayer was established in 1879. Special services are held in the Chapel on the first Friday of each month of the school year.

3. THE ST. JOHN BERCHMAN'S SANCTUARY SOCIETY.

The object of this society is to contribute to the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford Sodalists of exemplary deportment the privilege of serving at the altar. The Sanctuary Society was organized in 1884, and has always counted from thirty to forty members.

4. THE CREIGHTON LITERARY SOCIETY.

Since December, 1899, the members of this society have realized the purpose of its foundation, which was to secure for the lower classes of the course the advantage which the Creighton Oratorical Association insures to the higher. The society meets once a week. A prize debate is held annually.

5. THE CREIGHTON UNIVERSITY ORCHESTRA AND BAND.

The C. U. Orchestra and Band were organized in 1906. These organizations, besides offering the members training in instrumental music, enable them to minister to the enjoyment of their fellow students and of their friends at public entertainments and at intercollegiate contests.

ADMISSION

Candidates for admission should be recommended by the person who had charge of the school last attended by the candidate. Satisfactory evidence of good moral character is asked of every student who seeks admission.

Besides candidates for admission to the first year of the High School must present evidence that they have the required preparation. This evidence may be in the form of a certificate stating that the applicant has creditably completed the eighth grade of a standard elementary school course.

Applicants who are unable to present such certificates must pass satisfactory examinations in the following subjects:

English. Crammar: Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences. Composition: A short letter or narrative to test the candidate's ability to write grammatical English.

Arithmetic. Fractions, common and decimal; denominate numbers, measurements; percentage, including commission, stocks and bonds, simple and compound interest, discount; ratio and proportion; square and cube root.

History. Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Geography. Division of the world into continents; political division of the continents; form of government of each country, its chief cities, its great rivers and products, etc.

Candidates for admission to the second, third and fourth years of the High School must furnish a certificate of work for which credit is sought, signed by the director of the school in which the studies have been pursued. Blank forms for this purpose may be had on application. No applicant will be accepted until a satisfactory statement of work done and a letter of honorable dismissal from the last school attended is presented.

EXAMINATIONS

Examinations are written in all classes at the end of each semester. The semester examinations held in January and June cover all the matter of the preceding half year.

Each branch is estimated on the basis of 100 per cent. A student's grade is based upon his class work and examination. The passing

grade is 70 per cent; below 50 per cent is failure, and from 50 per cent to 69 per cent inclusive is a condition. One who fails in a semester examination must repeat the subject of his failure; one who is "conditioned" is allowed re-examinations. Conditions must be removed within a specified time or they automatically become failures. The grading assigned to a paper in a conditioned examination is never over 70 per cent.

HONORS AND PRIZES

At the close of the session a gold medal is awarded in each class to the student who has made the highest average in the daily work and written examinations throughout the year provided a grade of 90 per cent has been maintained for the year's work. Those who make 90 per cent and upward in the collective branches of the class, merit the distinction of First Honors. An average between 85 per cent and 90 per cent entitles a student to Second Honors.

Four gold medals are awarded annually to the winners in the public elocution contests.

Owing to the generosity of Mrs. Ella Mulvihill, two cash prizes are available for High School students. These prizes have been founded in memory of her son, Mr. Steve Mulvihill, a former Creighton University High School student. \$25.00 is to be distributed in prize money for the annual High School Public Debate. Another \$25.00 will be awarded to the student of the Four Year who has the highest average for scholarship, provided that a grade of 90 per cent is maintained throughout the year.

REPORTS

Reports containing a record of the class standing, the attendance and deportment are sent after each examination to parents or guardians. The reports are mailed not later than February 10th and July 1st. The Director of Studies should be notified if the reports are not received in due time. The actual time devoted to home study should be indicated by the parents or guardians, who should return the report with their signature within a week to the Director of Studies. Besides the semester reports, brief statements of class standing and deportment will be mailed out during the months of October, November, December, February, March, April and May.

GENERAL REGULATIONS

Parents who wish to withdraw their sons before the end of the session are respectfully requested to give notice of their intention to the

Director of Studies. Should any student leave of his own accord, or be withdrawn without such notice, or without giving satisfactory reasons, he will not be readmitted.

Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians. Except in the case of self-supporting students the matter will not be treated of with the students themselves. In the case of absence or tardiness a note of excuse from parents or guardians will be expected.

Any conduct unbecoming the character of a gentleman will be regarded as a violation of the school rules.

Flagrant offenses, such as are detrimental to the reputation of the school, or interfere with the good of other students, are grounds for suspension or for conditional or absolute expulsion.

For faults committed outside of the premises the officers of the College cannot justly be held responsible, as students cease then to be under their jurisdiction; still should any serious charge be fairly substantiated, the offender shall be punished according to the gravity of the offense.

PARENTAL CO-OPERATION

The efforts of the faculty will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

First: To insist upon daily study at home for two or three hours.

Second: To notify the Director of Studies at once in case their sons are withdrawn, absent or tardy; also if monthly report fails to reach them.

Third: To answer notifications sent by the Director of Studies in case of unexplained absence, or imperfect lessons during a considerable length of time.

THE SCHOOL YEAR

The academic year comprises thirty-eight weeks, extending from the first week in September to the third week in June. It is divided into semesters, with short recesses at Christmas and Easter. Saturday is the weekly holiday. Classes are not held on legal holidays, nor on days observed as holy days of obligation in the Catholic Church.

DAILY ORDER

The College is open every morning at 8 o'clock. All are required to be present five minutes before half past 8 o'clock, at which hour the

Catholic students hear Mass. At 9 o'clock a. m. the regular classes commence. Classes are dismissed at 3:00 p. m.

Special arrangements will be necessary in each individual case to excuse late arrivals. In the case of younger students the reasons are to be presented by parents or guardians.

MILITARY TRAINING

Military Training was established in the High School and College in September, 1917. It was prescribed for all students unless specially exempted for weighty reasons. A commissioned officer of the Regular Army is at the head of this department. During this past school year a Junior Unit of the Reserve Officers' Training Corps was authorized for the High School. Three hours each week are assigned to instruction and to drill. The Government furnishes regular infantry equipment, namely, uniform, arms and ammunition.

RESIDENCE HALLS

St. John's Hall is a dormitory intended for the accomodation of out-of-town students. It provides students with board and lodging at reasonable rates. The discipline of St. John's Hall is under the direct control of a member of the faculty and conditions are maintained conducive to earnestness of application to school work. All out-of-town students attending the High School or College of Arts are required to stay either at St. John's Hall, Bishop O'Connor Hall or to reside with near relatives. While the school authorities, in case the dormitories are filled, will assist students from a distance to find suitable homes at reasonable rates for board and room, they will not consent to act as guardians, nor in any way hold themselves responsible for the conduct of these students, when not actually under College supervision.

Bishop O'Connor Hall is another residence hall, one block from Creighton College, maintained for the accommodation of students. This Hall, too, provides students with board and lodging at reasonable rates. This Hall was founded by Archbishop J. J. Harty and is under the direct supervision of diocesan priests.

EXPENSES OF RESIDENCE AND BOARD

A private room can be had in St. John's Hall for \$30.00, \$35.00 or \$40.00 per half year. The difference of price is based upon the location of the rooms. Payment should be made at the beginning of each term, i. e., in September and in February.

Board in St. John's Hall is \$125.00 per term, payable in advance. This price will be maintained unless the cost of living should increase notably. Residents in St. John's Hall who have finished the Freshman College year may board in the Hall or elsewhere as they prefer. All other residents will board in the Hall.

A deposit of five dollars is to be made at entrance as security against damage to the furnishings of the rooms. This deposit is returnable.

Board and lodging in the Bishop O'Connor Hall will be \$125.00 per semester payable in advance. A breakage deposit of \$5.00 which is returnable is also charged.

Comparative statement of the expenses of a student residing in St. John's Hall for the academic year, September to June 20th:

| | Low | Average | Liberal |
|-----------------------------|----------|----------|----------|
| Tuition | \$000.00 | \$000.00 | \$000.00 |
| Books, Stationery, etc..... | 6.00 | 9.00 | 12.00 |
| Residence | 60.00 | 70.00 | 80.00 |
| Board | 250.00 | 250.00 | 250.00 |
| Laundry | 12.00 | 20.00 | 32.00 |
| Students' Fee..... | 20.00 | 20.00 | 20.00 |
| Totals..... | \$348.00 | \$369.00 | \$394.00 |

FEEES AND EXPENSES

Tuition is entirely free during the eight years of the High School and College course to those who are following the regular curriculum. Mid-Year Examinations, Final Examinations and Statements of Credit will not be given to students who are delinquent in the payment of bills due to the University.

A charge of \$5.00 is made for Laboratory Courses. Of this amount \$2.00 is a breakage deposit which is returned at the close of school if nothing is broken.

A fee of \$20.00 is charged for student activities, educational and athletic. The payment of this fee entitles the student to membership in the gymnasium, to attend special lectures, athletic events, the Glee Club Concerts, Annual Debates, Arts Play, to a year's subscription to the Creighton Chronicle and Creighton Courier. Every student is required to pay this fee. No refund is made after October 1st.

A charge of \$1.00 is made for each conditional examination when taken at the time appointed. A charge of \$2.00 is made for each con-

ditioned examination when taken on any other than the assigned day. Payments for conditioned examinations must always be made before the examinations. Students' fee should be paid at entrance.

CURRICULUM

A Classical and a Scientific Curriculum are offered in the Creighton University High School. The Classical Curriculum prepares for entrance to the College of Liberal Arts of Colleges and Universities. Latin, Greek and the college entrance requirements in English, History, Mathematics, Science and Modern Language form the subject matter of the classical program of studies. It is the necessary preparation for the A. B. Curriculum at Creighton College.

The Scientific Curriculum emphasizes Mathematics, Science and Modern Languages, and prepares for entrance to the best scientific and engineering schools.

The program of studies for the First Year is practically the same for both curricula. At the beginning of the Second Year a choice must be made of that particular course in which a student is to continue his studies. As is evident, this choice is to be made in accordance with the minimum preliminary educational requirements of each student's prospective career. The Director of Studies and teachers will give every possible assistance and direction in this matter.

I. CLASSICAL CURRICULUM

First Semester

| First Year | Second Year | Third Year | Fourth Year |
|---------------------------|------------------------|-------------------------|------------------------|
| English I 5 | English II 5 | English III 5 | English IV 5 |
| Latin I 5 | Latin II 5 | Latin III 5 | Latin IV 5 |
| Algebra I 5 | Geometry I 5 | Algebra II 5 | Greek II 5 |
| Greek History 5 | History II 5 | Greek I 5 | Physics 6 |

Second Semester

| | | | |
|---------------------------|------------------------|-------------------------|------------------------|
| English I 5 | English II 5 | English III 5 | English IV 5 |
| Latin I 5 | Latin II 5 | Latin III 5 | Latin IV 5 |
| Algebra I 5 | Geometry I 5 | Greek I 5 | Greek II 5 |
| Roman History 5 | History II 5 | Civics 5 | Physics 6 |

II. SCIENTIFIC CURRICULUM

First Semester

| First Year | Second Year | Third Year | Fourth Year |
|-------------------------------|------------------------|----------------------------|-----------------------------|
| English I 5 | English II 5 | English III 5 | English IV 5 |
| Latin I 5 | French I } 5 | French II or } 5 | French III or } 5 |
| Algebra I 5 | or } 5 | German II or } 5 | German III or } 5 |
| Greek History } 5 | German I } 5 | Spanish I } 5 | Spanish II } 6 |
| or } 5 | Geometry I 5 | Algebra II 5 | Physics 6 |
| General Science } 5 | Botany 5 | Physiology 5 | History III 5 |

Second Semester

| | | | |
|-------------------------------|------------------------|----------------------------|-----------------------------|
| English I 5 | English II 5 | English III 5 | English IV 5 |
| Latin I 5 | French I } 5 | French II or } 5 | French III or } 5 |
| Algebra I 5 | or } 5 | German II or } 5 | German III or } 5 |
| Roman History } 5 | German I } 5 | Spanish I } 5 | Spanish II } 6 |
| or } 5 | Geometry I 5 | Algebra II 5 | Physics 6 |
| General Science } 5 | Botany 5 | Physiology 5 | Civics 5 |

OUTLINE OF COURSES OF INSTRUCTION

Note—Each subject is taught through five periods a week of at least forty minutes each unless there is a statement showing a lesser number of periods. Double periods are assigned to laboratory work.

BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and functions of root, stem, leaf, flower and fruit; classification of the vegetable kingdom: natural groups of plants; conditions of growth and dispersal; time of flowering and fruiting, etc. Special attention is given to the flora of the region in and about Omaha.

Lectures and recitations, four periods a week; laboratory work, one double period a week.

Text: Coulter's, A Text Book of Botany.

CHRISTIAN DOCTRINE

Religion I—Two periods a week.

- (a) De Harbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.
- (b) Church History, De Harbe. From Adam to the Ascension of Christ.
- (c) Ecker's Bible Lessons, Old Testament.

Religion II—Two periods a week.

- (a) De Harbe, Part III, On the Means of Grace.
- (b) Church History, De Harbe. From the Ascension of Christ to the Protestant Reformation.
- (c) Ecker's Bible Lessons, New Testament.

Religion III—Two periods a week.

First Semester: (a) De Harbe, Faith and Creed. (b) Church History, De Harbe. From the Protestant Reformation to the present day.

Second Semester: (a) De Harbe, Faith and Creed, finished.
(b) Conway, The Question Box.

Religion IV—Two periods a week.

Conway, The Question Box.

DEBATING

This course is open to the students of the Third and Fourth Year. Its object is to develop ease and fluency in public speaking, and a practical acquaintance with the details of parliamentary practice. The habit of clear and logical thought on a given topic, proficiency in the extempore expression of one's thoughts, together with an apt and forceful delivery are aimed at throughout the course. The class meets two hours each week. A public debate is held each year.

ELOCUTION

Once each week throughout the four years each class is drilled separately in vocal culture, articulation, gesture, declamation, character impersonation and readings in prose and verse. The students are required to speak before the class a definite number of times during each semester and representatives from various classes are chosen to speak before the whole School at the quarterly Assemblies. Each student in High School is required to speak before his class at the Elocution Preliminaries held each year to select those who are to appear in the public contests. A gold medal is awarded annually to the student in each year of the High School who shows the best ability in declamation.

ENGLISH

In the English Course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginnings of good taste and the first elements of literary culture. It is not the purpose of the High School to teach poetry, fiction, the art of short-story writing, the principles of oratory, the elaborate structure of the essay or the technique of the drama. To do so would be futile, as these subjects are ordinarily beyond the capacity of the high school student. The literature in these forms assigned to the high school is used only to illustrate the matter of the class, to furnish material for oral and written composition, and to enable the instructor to foster in the students a habit of right reading.

The literature assigned to the classes is divided into three sections: (a) *Texts for detailed study*. All of these should be studied in class and be well known, though it may be necessary or even practicable to read each work entirely during class. Required are: a knowledge of the subject matter and form of each work, with an explanation of the principal allusions; the literary qualities, so far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their work. (b) *Supplementary reading*. These texts must be read by all, and should be known as the preceding, but without the same detailed accuracy. (c) *Class reading for book reports*. Each student is obliged to make one book report each month.

English I

The work of this year is intended to serve as an introduction to rhetoric, as distinguished from grammar, and such a knowledge of the principles as may help the student in correct, coherent, yet simple expression both oral and written. The composition work is abundant, especially letter writing.

In literature the purpose will be to arouse and develop an interest in reading, and to teach the elements of discrimination of worthless books from those worth while.

No student will be allowed to pass beyond the First Year who cannot: (a) spell correctly 85 per cent of ordinary non-technical words such as are found in any chapter of Irving, Lamb or Stevenson; (b) observe the ordinary conventions of capitalization.

punctuation and letter writing; (c) form ordinary sentences and join them coherently.

RHETORIC. A review of English grammar; the elements of rhetoric; diction, sentence structure, paragraphing, figures; letter-writing. Brooks' English Composition, Book I; Donnelly's Imitation and Analysis.

COMPOSITION. Daily exercises in the analysis and structure of sentences and paragraphs. Weekly themes in simple narration and description. Frequent writing of telegrams and of social and business notes and letters.

LITERATURE. (a) Texts for detailed study: Dickens. Christmas Stories; Longfellow, Selected Poems; Irving, Sketch Book; Hawthorne, Twice-Told Tales. (b) Supplementary reading; Cooper, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales. (c) Reading for book reports: Group 1*.

English II

In this class a beginning is made in the modes of composition. The repetition of punctuation, diction, the rhetorical sentence and sentence variation and figures is continued throughout the year in conjunction with the regular work. The paragraph is more fully explained and repeated in the narrative paragraph during the first semester, and in the descriptive and narrative paragraph during the second semester. The student at the end of the Second Year is expected to be certain of the coherence of his sentences and of their proper transition. He should, moreover, be able to group his sentences about a common topic in the paragraph. The chief guide to his higher gradation will be his ability to paragraph in his compositions and to understand and interpret simple literary selections.

RHETORIC. In the first semester the regular subject is narration in its elements; in the second semester, description in its elements. During the last quarter, exposition (explanation) is begun in connection with description.

COMPOSITION. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester. Weekly themes in narration, description and exposition, frequently in the form of letters.

LITERATURE. (a) Texts for detailed study; Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration; (b) Supplementary reading: Cooper, The Spy; Scott, The Talisman; Longfellow, Tales of a Wayside Inn. (c) Reading for book reports: Group II*.

English III

The rhetorical principles are restricted to the simple essay, (narrative, biographical, personal, etc.), to the simple story, and to the

*See Page 22.

simple forms of argumentation, without a treatment of the essay, short story or oration as art forms. In the treatment of argumentation, emphasis is laid on the proposition, its correct statement and proper study, and on the usual sources of arguments.

RHETORIC. Exposition (continued); outlining, planning, summarizing; the *chria* and forms of the simple essay. Narration, (continued); plot, character, delineation; the elements and kinds of the short story. Argumentation; debating. Text-book: Brooks' English Composition, Book II.

COMPOSITION. Frequent exercises in paragraph writing, and in making analysis, outline, synopses. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, *chrias* and essays of a simple kind. Once each semester a paper of at least 1000 words will be required, either a short story, or a biographical, critical or scientific essay. In the second semester at least one simple speech or debate will be required.

LITERATURE. In the literary study frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding years. The reason for this is chiefly that the students may be able to recall the literature of the course in view of the final College Entrance Examinations. (a) Texts for detailed study: Dickens, *David Copperfield*; Lowell, *Vision of Sir Launfal*, and other poems; Lamb, *Essays of Elia*; Macaulay, *Essay on Johnson*. (b) Supplementary reading: De Quincy, *Flight of a Tartar Tribe*; Eliot, *Silas Marner*; Shakespeare, *Julius Cæsar*. (c) Reading for book reports: Group III*.

English IV

In this year special attention is given to the reviewing of the literature of the high school course and to the acquirement of as much literary erudition as is possible. Each student should be familiar with the requirements of the Uniform College Entrance Board and with the present entrance requirements and examinations of standard colleges.

RHETORIC. Review of the four modes of composition; the didactic essay, its qualities and kinds; the speech, its component parts, the speech for occasion. Prosody and versification; the common verse forms; a brief study of the nature of poetry and its forms.

Text-books: Brooks' English Composition, Book II; Coppen's *Introduction to English Rhetoric*; Parsons' *Art of Versification*.

COMPOSITION. Frequent exercises in the paragraph, especially the editorial. In the second half-year daily exercises in verse analysis and composition. Weekly themes in the various forms, especially in letter-writing and the critical essay. In the second half-year additional credit will be given for metri-

*See Page 23.

cal composition. Once each half-year a paper of at least 2000 words will be required, either a speech or a short story, or an essay indicative of the student's ability to gather and manage material without special aid.

LITERATURE. History of English Literature: From the beginning of English literature to the present. Text-book: Moody, Lovett and Boynton, *A First View of English and American Literature*. (a) Texts for detailed study: Garraghan, *Prose Types in Newman*; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*. (b) Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*. (c) Reading for book reports: Group IV*.

READING FOR BOOK REPORTS 1916-1917

Group I

Aldrich, *The Stillwater Tragedy*; Bennett, *Master Skylark* or *Barnaby Lee*; Bouve, *American Heroes and Heroines*; Brown, *Rab and His Friends*; Cooper, *Deerslayer*; Drane, *Uriel*; Egan, *Little People of the Dust*; Farrar, *Eric*; Finn, *Tom Playfair*; Garrold, *The Black Brotherhood*; Greene, *Pickett's Gap* or *Handicapped* or *Lincoln's Conscript*; Haaren and Poland, *Famous Men of the Middle Ages*; Hawthorne, *Tanglewood Tales* or *Mosses From an Old Manse*; Kane, *For Greater Things*; Kipling, *Jungle Book*; Lamb, *Tales from Shakespeare*; Leahy, *Hiawatha's Black Robe*; Loyola, *Child of God*; Miles, *Truce of God*; O'Reilly, A. J., *Martyrs of the Coliseum*; O'Reilly, J. B., *Moondyne Joe*; Parr, *The Little Cardinal*; Pyle, *Men of Iron* or *Merry Adventures of Robin Hood* or *Within the Capes*, (for comparison with *The Gold Bug*); Sienkiewicz, *Through the Desert*; Spalding, *The Cave by the Beech Fork*; Stoddard, *The Wonder Worker of Padua*; Wiseman, *Fabiola*.

Group II

"Ayscough," *Faustula*; Boudreaux, *God Our Father*; Bullen, *Cruise of the Cachalot*; Church, *Lucius*; Copus, *As Gold in the Furnace*; Creasy, *Fifteen Decisive Battle of the World*; Dickens, *Furnace*; Creasy, *Fifteen Decisive Battles of the World*; Dickens, *Tale of Two Cities*; Drake, *The Culprit Fay*; Drane, *History of the Knights of St. John*; Earls, *Melchoir of Boston*; Egan, *Disappearance of John Longworthy*; Goldie, *Life of St. Aloysius*; Hearn, *Chita*; Irving, *Astoria* or *Captain Bonneville's Adventures*; Jackson, *Ramona*; Kelly, *Some Great Catholics of Church and State*; Knight, *Life of Alfred the Great*; Longfellow, *Evangeline* or *Miles Standish*; Loyola, *Soldiers of Christ*; Lummis, *Spanish Pioneers*; Macaulay, *Lays of Ancient Rome*; Meschler, *Life of St. Aloysius*; Mulholland, *The Wild Birds of Killeevy*; Porter, *Scottish Chiefs*; Scott, *Guy Mannering*; Smith, F. H., *A Day at Laguerre's* or *Colonel Carter of Cartersville* or *Tom Grogan*; Wallace, *Ben Hur*.

*See Page 23.

Group III

Arnold, *Sohrab and Rustum*; Blackmore, *Lorna Doone*; Boudreaux, *The Happiness of Heaven*; Burroughs, *Winter Sunshine*; Carryl, *The Lieutenant Governor*; Coleridge, *The Ancient Mariner*; Collins, *The Moonstone*; Copus, *Andros of Ephesus*; Crawford, Dr. Claudius; Desmond, *Some Mooted Questions of History*; Devine, *Training of Silas*; Dickens, *Oliver Twist* or *Bleak House*; Dixon, *The Southerner*; Faber, *Spiritual Conference* or *All for Jesus*; Goldsmith, *The Deserted Village*; Hale, *The Man Without a Country*; Harland, *The Cardinal's Snuff-Box* or *My Lady Paramount*; Hawthorne, *The House of the Seven Gables*; Headley, *Napoleon and His Marshals*; Herbert, *Garcia Moreno*; Horgan, *Great Catholic Laymen*; Keon, *Dion and the Sibyls*; Lucas, *In the Morning of Life*; McCarthy, *History of Our Own Times*; Miles, *Christine*; Palgrave, *Golden Treasury*, Book III; Scott, *Lady of the Lake*; Sheehan, *My New Curate*; Sienkiewicz, *The Deluge* or *Pan Michael* or *With Fire and Sword* or *The Knights of the Cross*; Smith, J. T., *The Black Cardinal*; Smith, F. H., *Felix O'Day* or *Forty Minutes Late*; Stevens, *With Kitchener to Khartoum*; Stevenson, *The Black Arrow* or *The Master of Ballantrae* or *Fr. Damien*.

Group IV

Arnold, *On Translating Homer*; Bacon, *Essays*, selected; Carlyle, *Boswell's Life of Johnson* or *Essay on Burns*; Churchill, *Richard Carvel* or *The Crisis* or *The Crossing* or *Mr. Crewe's Career* or *Coniston*; Dixon, *Comrades*; Faber, *Bethlehem*; Feeney, *How To Get On*; Ford, *The Honorable Peter Stirling*; Grant, *Personal Memoirs*; Howells, *The Rise of Silas Lapham*; Johnston, *Lewis Rand*; Luby, *The Vandal*; Lucas, *At the Parting of the Ways*; Lytton, *What'll He Do With It?* or *The Last of the Barons*; Macaulay, *Essay on Warren Hastings* or *Essay on Addison* or *Essay on Goldsmith*; Maher, *The Shepherd of the North*; Mitchell, *Hugh Wynne*; Moore, *Melodies*; Newman, *Callista*; O'Meara, *Life of Frederic Ozanam*; O'Reilly, *True Men as We Need Them*; Palgrave, *Golden Treasury*, Book IV; Parsons, *Some Lies and Errors in History*; Reade, *Hard Cash*; Sheehan, *Glenanaar*; Sherman, *Memoirs*; Smith, F. H., *The Fortunes of Oliver Horn* or *Peter*; Stevenson, *Dr. Jekyll and Mr. Hyde*; Tennyson, *Selections*; Vaughn, *From Earth to Heaven*; Webster, *Adams and Jefferson*.

FRENCH**French I (Elementary)**

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems. Chardenal's *French Course*; Mariet, *La Tache du Petit Pierce*; Ventura, *Peppino*.

French II (Elementary)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied;

writing French from dictation; conversation. Chardenal's French Course. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*. De Maistre's *La Jeune Siberienne*.

French III (Intermediate)

Constant practice in giving French paraphrases, abstracts and reproductions from memory of selected portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halevy, *L' Abbe Constantin*; Daudet, *Le Petit Chose* and *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

GENERAL SCIENCE

A course of lectures, recitations and demonstrations to give in a way adapted to the minds of first and second year high school students the fundamental ideas of the particular branches of science to be taught later in the course.

By means of this branch a student is made acquainted with the underlying principles of Physical Geography, Physiology, Biology, Physics and Chemistry.

Text: Hessler's *The First year of Science*.

GERMAN

German I (Elementary)

Bacon's *New German Grammar*. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

German II (Elementary)

Bacon's *New German Grammar*. The reading of easy stories and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages; continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Readings: Bacon's *Im Vaterland*.

German III (Intermediate)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and

word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation, grammatical drill in the less usual strong verbs; the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive.)

Readings: Auerbach's *Brigitta*, Eishendorff, *Aus dem Leben eines Taugenichts*.

GREEK

Greek I

Constant drill in the inflectional forms, the use of the accents in reading and writing Greek, and the elementary principles of Greek syntax. Daily exercises, oral and written, are assigned throughout the year in order to enable the student to master once and for all the essentials of etymology and to acquire a working vocabulary preparatory to the reading of Xenophon. White's *First Greek Book*.

Greek II

First Semester: Review of the more difficult and unusual inflections; verbs in *mi*, irregular verbs and the syntax of independent sentences. Xenophon's *Anabasis*, Book I. Gleason's *Greek Prose Composition*. Exercises 1 to 27.

Second Semester: Moods in dependent sentences. *Anabasis*, Book II. Gleason's *Greek Prose Composition*, Exercises 28 to 50.

Greek III

First Semester: Syntax completed: *Anabasis*, Books III and IV; translation into Greek of simple continuous prose based on Xenophon; Pearson's *Greek Prose Composition*.

Second Semester: Homeric forms, constructions and idioms, prosody; syntax of the verb reviewed; Homer's *Iliad*, Books I and II; Pearson's *Greek Prose Composition*, Numbers 274-280; 403-415 included.

HISTORY

History I (Ancient)

First Semester: Oriental and Greek History; mankind before the Deluge; the Oriental nations, (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its prehistoric civilization; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second Semester—Roman History: The Romans, their land and its peoples; Legendary history; the Republican Constitution; struggle between the Patricians and Plebians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of

Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; Rise of Mohammedanism. Text: Betten's Ancient World.

History II (Medieval and Modern)

First Semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; German and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; medieval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; medieval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth. The Thirty Years' War.

Second Semester: The reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; The March of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; International Relations since 1871, The Great War. Text: Betten-Kaufmann's Modern World.

History III (American)

This course embraces one semester's work in American political, social and institutional history with special reference to the period since 1760. Text: Forman, Advanced American History, supplemented by required collateral reading. First semester.

Civics

This course proceeds from a study of local government and institutions to those of the country, state and nation. The text-book is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in debating society of questions of civic interest. Text, Forman: Advanced Civics. Second semester.

LATIN

Latin I

Inflection of nouns, pronouns, adjectives and verbs, and the principal case and mode uses of syntax are carefully studied. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. A working vocabulary of at least 600 words, selected for the most part with reference to the student's future reading, must be acquired during this year. Dowd's The Elementals of Latin is the text-book used. In the first

semester about thirty-five lessons are taken, and in the second semester the book is completed.

Latin II

First Semester: Review of inflectional forms, irregular verbs, syntax; Caesar's *Gallie War* I-III (two books); sight reading. Bennett's *New Latin Composition*, Part I, Exercises 1 to 15. Bennett's *Grammar*, syntax involved in the Exercises in composition.

Second Semester: Caesar, Books IV and V; sight reading, Bennett's *Composition*, Exercises 15 to 27, and corresponding syntax.

Latin III

First Semester: Cicero's *Orations* against Cataline, I and III; selected passages memorized; sight reading. *Composition*, Bennett, Part II, Exercises 1 to 16; syntax involved in the Exercises.

Second Semester: Cicero's *On Old Age* and selected *Letters*; *Salust's Cataline*; selected passages memorized; sight reading. *Composition*, Bennett, Part II, Exercises 16 to 30, and corresponding syntax.

Latin IV

First Semester: Cicero, *Pro Archia* and *Pro Lege Manilia*; *Oration* against Cataline IV for rapid reading; memorization of assigned passages. *Composition*, Bennett, Part III; topics of syntax involved in the Exercises.

Second Semester: Vergil, *Aeneid*, Books I and II; prosody, scansion; sight reading. *Composition*, Bennett, Part III, completed, and *Supplementary Exercises* in continued discourse.

MATHEMATICS

Algebra I (Elementary)

First Semester: Symbols, positive and negative numbers, fundamental definitions, equation problems, special products, factors, factoring applied to equations, highest common factor, lowest common multiple.

Second Semester: Fractions, simple and complex problems involving fractions, graphs, simultaneous linear equations, square root, cube root, quadratic surds, quadratic equations, ratio, proportions, general powers and roots, miscellaneous exercises. *First Course in Algebra*, Hawkes, Luby and Touton.

Algebra II (Intermediate)

Review of positive and negative quantities, fundamental operations, special products and factoring, fractions, simple equations, the remainder theorem, graphical representations, simultaneous linear equations, square root, cube root, binomial theorem, exponents, quadratic surds, quadratic equations including theory, graphs and problems, radicals, simultaneous quadratic equations including graphs and problems, ratio, proportion, variation, arithmetic and geometrical series. *Second Course in Algebra*, Hawkes, Luby and Touton.

Geometry I (Plane)

First Semester: Rectilinear figures, triangles, quadrilaterals, polygons, loci, theorems, original theorems, construction, similar triangles, concurrent lines of a triangle, theorems of inequality. Text: Wentworth-Smith's Books I and II.

Second Semester: Circles, metrical relations, constructions, numerical computation, mensuration of polygons, comparison of areas, constructions, regular polygons, circles, inscription and circumscription, measurements of the circle. Text: Wentworth-Smith's Books III, IV and V.

Geometry II (Solid)

The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids. Text: Wentworth-Smith.

Trigonometry—Plane

Circular measurement of angles; proofs of formulas; solution of trigonometric equations; theory and use of logarithms; solution of right and oblique plane triangles, with practical applications. Text: Wentworth. One semester.

PHYSICS

This course consists of lecture-demonstration, recitation and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work which is intended to familiarize the student with standard apparatus and to train him in the methods of making and recording simpler physical measurements. First Semester: The mechanics of solids, liquids and gases, and heat. Second Semester: Sound, light and electricity.

Text: Millikan and Gale's First Course in Physics (revised edition). Laboratory manual: Millikan and Gale.

PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary circulation, etc.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Hough and Sedgwick's Elements of Physiology.

SPANISH

Spanish I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber*, *tener*, *estar*, *ser*, etc., and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation; frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' Spanish Grammar; Wilkins-Lauria, *Lecturas Faciles*.

Spanish II

Irregular verbs; syntax completed; daily composition, oral and written. Reading: Hills-Reinhardt's Spanish Short Stories; Alarcon's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harrison's Spanish Commercial Reader.

DIPLOMAS OF GRADUATION

were conferred upon the following:

Joseph A. Ball
James A. Buckley
C. F. Crowley
William A. Cusick
Waldron S. Davis
Frank G. Diederich
Leonard D. Dieter
Edward T. Dolan
Charles Vernon Edwards
Francis E. Fitzgerald
Vincenzo Finocchiaro
John J. Flanagan
Charles Fogarty
Edward J. Foster
Edwin T. Jipp
Joseph F. Lukovsky
James P. McGowen
James M. McGrath
Stephen E. Maloney
James H. Maney
Tony J. Montalbano

Albert J. Morrissey
Stephen J. Morrissey
Paul J. Murphy
Henry T. Murray
Richard B. Nalty
Edward G. Nussrallah
Paul Vincent O'Rourke
Stephen H. Parquet
Gerald H. Quinlan
Albert J. Rettenmaier
Clarence R. Roach
Frank C. Russell
John Thomas Russell
Stephen Aloysius Spitznagle
Peter C. Springman
Adolph E. Svoboda
Leonard W. Tobin
Joseph F. Van Ackeren
Frederick A. Wachtler
Vincent Ambrose Whelan
Adrian J. Zeman

Cornelius H. Ahsenmacher
Aloysius A. Blum
William J. Egan
George J. Holbrook
Walter G. Lieberknecht

H. Stephen King
J. Raymond Nalty
Thomas Rowland
Alfred H. Wheeler
Arnold J. Yost

AWARD OF PRIZES AND HONORS

Gold Medals for the highest average maintained throughout the year in the collective branches of their respective classes were awarded to:

| | |
|--|-----------------------|
| Fourth Year High, (Steve Mulvihill Prize, \$25.00) | Albert J. Rettenmaier |
| Third Year High A Class Honors (Francis J. Gerin Memorial Medal) | James J. Fitzgerald |
| Third High B Class Honors | Clarence B. McAuliffe |
| Second Year High A Class Honors | Edward T. Bourbeau |
| Second Year High B Class Honors | Frank P. Fogarty |
| First Year High A Class Honors | Stanton F. Kennedy |
| First Year High B Class Honors | Raymond E. McGrath |
| First Year High C Class Honors | Thomas E. Berney |
| First High D Class Honors | A. Warren Cook |
| Steve Mulvihill Prize for Debating, \$25.00 | Joseph A. Ball |
| Elocution, Fourth Year Class | John Thomas Russell |
| Elocution, Third Year Class | John E. McGuigan |
| Elocution, Second Year Class | Emmet J. Gardiner |
| Elocution, First Year Class | Jack E. Kennedy |

UNIVERSITY ENROLLMENT 1919-1920

| | |
|-------------------------|-------|
| College of Liberal Arts | 265 |
| College of Medicine | 99 |
| College of Law | 122 |
| College of Dentistry | 113 |
| College of Pharmacy | 72 |
| High School | 415 |
| Summer Session, 1919 | 622 |
| Total | 1,708 |

HIGH SCHOOL ENROLLMENT—1919-1920

| | | |
|-------------------------|-------------|----------------------|
| Aldous, Frederick, E. | First Year | Omaha |
| Anderson, George J. | Second Year | Omaha |
| Ahsenmacher, Cornelius | Fourth Year | Ward, South Dakota |
| Ahsenmacher, Francis L. | First Year | Ward, South Dakota |
| Ball, George A. | First Year | Council Bluffs, Iowa |
| Ball, Joseph A. | Fourth Year | Council Bluffs, Iowa |
| Bedell, Austin, E. | Fourth Year | North Platte |
| Beem, Sherman, D. | First Year | Omaha |
| Belford, Julius | Third Year | Omaha |
| Benford, Robert | First Year | Omaha |
| Berney, Thomas E. | First Year | Horton, Kansas |
| Bisenius, Alphonse, J. | Third Year | Cascade, Iowa |
| Blum, Aloysius A. | Fourth Year | Earling, Iowa |
| Booth, Ivan E. | Fourth Year | Council Bluffs, Iowa |
| Bourbeau, Edward T. | Second Year | Omaha |
| Britt, Robert E. | Second Year | Omaha |
| Bromwell, Floyd E. | First Year | Omaha |
| Brungardt, Edgar F. | Second Year | Victoria, Kansas |
| Buckley, James A. | Fourth Year | Omaha |
| Burke, Joseph P. | First Year | Omaha |
| Burns, George L. | Second Year | Omaha |
| Butera, Alfred | First Year | Omaha |
| Byrne, Joseph, N. | First Year | Omaha |
| Byrne, William C. | Third Year | Salt Lake City, Utah |
| Cahill, Patrick F. | First Year | Omaha |
| Callahan, Arthur W. | Second Year | Omaha |
| Carey, Byron P. | Fourth Year | Neola, Iowa |
| Carnazzo, Sebastian | First Year | Omaha |
| Carter, Robert E. | First Year | Omaha |
| Cavanaugh, David T. | Second Year | Clare, Iowa |
| Cavanaugh, Mark F. | Fourth Year | |
| Chapman, Bernard E. | First Year | North Bend |
| Coad, Jack F. | Third Year | Omaha |
| Cobry, Robert C. | Second Year | Cheyenne, Wyoming |
| Coffey, Francis A. | First Year | Omaha |
| Coleman, Martin A. | Second Year | Omaha |
| Coleman, Thomas P. | Second Year | Omaha |
| Collins, Daniel H. | Second Year | Clare, Iowa |
| Collins, Paul D. | Second Year | Oskaloosa, Iowa |
| Conkling, George A. | First Year | Omaha |
| Connolly, Ted. A. | First Year | Omaha |
| Conron, John J. | First Year | Omaha |
| Cook, Amos W. | Second Year | Omaha |
| Cope, Theodore T. | First Year | Omaha |
| Cornwall, Oscar F. | First Year | Council Bluffs, Iowa |
| Cowan, Thomas W. | First Year | Omaha |
| Crowley, Charles B. | Second Year | Omaha |
| Crowley, Edward D. | Third Year | Omaha |
| Crowley, Felix C. | Fourth Year | Omaha |
| Curry, Barton J. | First Year | Omaha |
| Cusick, William | Fourth Year | Omaha |
| Daemon, Alexander, A. | Second Year | Omaha |
| Dahir, James E. | First Year | Omaha |
| Daily, Raymond A. | Second Year | North Platte |
| Daley, Donald M. | Second Year | Omaha |
| Daley, Lyle J. | Third Year | Omaha |
| Daley, Maynard | First Year | Omaha |
| Dallal, Joseph M. | Second Year | Omaha |
| Davis, Harold T. | Second Year | Scotts Bluff |
| Davis, Waldron S. | Fourth Year | Scotts Bluff |
| Davis, Warren L. | First Year | Omaha |
| Debus, Henry | Second Year | Fremont |
| Delehanty, Richard F. | First Year | Omaha |
| Dempsey, William | First Year | Omaha |
| De Voe, Harry A. | Third Year | Omaha |
| De Witt, Walter E. | Third Year | Green Bay, Wisconsin |
| Diederich, Frank G. | Fourth Year | Omaha |

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| Dieter, Leonard D. | Fourth Year | Cedar Rapids |
| Dolan, Edward T. | Fourth Year | Omaha |
| Donahoe, Harold J. | Second Year | Omaha |
| Donahue, Joseph W. | First Year | Omaha |
| Doran, Miles F. | Third Year | Omaha |
| Doyle, Clement J. | First Year | Omaha |
| Doyle, Emmett, A. | Third Year | Neola, Iowa |
| Dozier, Henry R. | Second Year | Omaha |
| Dreibus, Russell A. | First Year | Omaha |
| Dugdale, Robert J. | Second Year | Omaha |
| Dunn, James M. | Fourth Year | Omaha |
| Dunn, Lawrence E. | First Year | Ft. Crook |
| Dunphy, Martin J. | Third Year | Carroll, Iowa |
| Dwyer, Thomas L. | First Year | Omaha |
| Eaton, Harold M. | Fourth Year | Omaha |
| Eaton, Wilbur S. | Third Year | Omaha |
| Echtermeyer, Herbert H. | First Year | Omaha |
| Ederer, Carl J. | First Year | Omaha |
| Ederer, Joseph B. | Third Year | Omaha |
| Edwards, Vernon C. | Fourth Year | Council Bluffs, Iowa |
| Egan, William J. | Fourth Year | Omaha |
| English, Frank J. | Second Year | Omaha |
| Everson, Jean J. | Second Year | Omaha |
| Farhat, F. Thomas | First Year | Omaha |
| Fennell, Edward R. | First Year | Omaha |
| Finley, Carlyle, J. | Third Year | Dixon |
| Finnergan, Edward J. | Second Year | Burlington, Iowa |
| Finnerty, Logan T. | Second Year | Omaha |
| Finocchiario, Cirino | First Year | Omaha |
| Finocchiario, Vincenzo | Fourth Year | Omaha |
| Fitzgerald, Francis E. | Fourth Year | Omaha |
| Fitzgerald, James J. | Third Year | Omaha |
| Fitzgerald, Leo J. | First Year | Omaha |
| Fitzgerald, Paul J. | First Year | Omaha |
| Fitzwilliam, Leo M. | Second Year | Omaha |
| Flanagan, John J. | Fourth Year | Omaha |
| Flanagan, William B. | Third Year | Omaha |
| Fleming, Joseph W. | First Year | Omaha |
| Flinn, Peter J. | Second Year | Schuyler |
| Flynn, Stephen E. | Second Year | Montrose, South Dakota |
| Flynn, William J. | Fourth Year | Omaha |
| Fogarty, Charles J. | Fourth Year | Omaha |
| Fogarty, Frank P. | Second Year | Omaha |
| Fogarty, Joseph D. | Third Year | Omaha |
| Foster, Edward J. | Fourth Year | Omaha |
| Furlong, William F. | Second Year | Omaha |
| Gannon, Robert E. | First Year | Omaha |
| Gardiner, Emmett A. | Second Year | Omaha |
| Gardiner, Joseph P. | First Year | Omaha |
| Garvey, John A. | Second Year | Omaha |
| Gaughen, Leonard M. | First Year | North Bend |
| Gaughen, Martin J. | Second Year | North Bend |
| Geary, Joseph F. | Third Year | Cedar Rapids |
| Gehrman, Arthur J. | First Year | Omaha |
| Giblin, John B. | Second Year | Vail, Iowa |
| Gibson, Benjamin M. | Second Year | Omaha |
| Gibson, John C. | Second Year | Omaha |
| Gillin, John J. | First Year | Omaha |
| Glesinger, William J. | First Year | Spalding |
| Glica, Henry S. | Third Year | Omaha |
| Corham, Richard F. | Second Year | Walthill |
| Grace, Kenneth R. | Second Year | Omaha |
| Grace, Meyer A. | Fourth Year | Omaha |
| Graff, Earl F. | First Year | Omaha |
| Graham, Edgar P. | First Year | Omaha |
| Greco, Sebastian J. | Second Year | Omaha |
| Grier, John J. | Third Year | Kansas City, Missouri |
| Gruber, Paul J. | Third Year | Council Bluffs, Iowa |
| Gruenther, Homer H. | Second Year | Omaha |
| Haley, Charles F. | First Year | Omaha |
| Haley, Edward G. | Second Year | Omaha |

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| Haller, Joseph J. | Second Year | Omaha |
| Hanley, Gerald J. | First Year | Omaha |
| Hansen, William | First Year | Omaha |
| Harnish, Fay E. | First Year | Cheyenne, Wyoming |
| Hart, Thomas P. | First Year | Omaha |
| Hartley, George H. | Second Year | Omaha |
| Hauser, Cletus, J. | Third Year | Burlington, Iowa |
| Hautzinger, Julius M. | Third Year | Omaha |
| Hermanek, Joseph F. | Second Year | Omaha |
| Higgins, Francis J. | Second Year | Omaha |
| Higgins, Franklin, D. | Second Year | Sioux City, Iowa |
| Higgins, Joseph B. | Second Year | Hartington |
| Higgins, Warren, J. | First Year | Omaha |
| Hildinger, Albert L. | Third Year | Omaha |
| Hinchev, William E. | First Year | Omaha |
| Holbrook, George J. | Fourth Year | Omaha |
| Howard, Harry F. | Second Year | Omaha |
| Hughes, Clement I. | Second Year | Omaha |
| Hughes, Roland B. | Third Year | Omaha |
| Huse, Francis L. | Second Year | Omaha |
| Jacobberger, Bernard H. | Third Year | Omaha |
| Jakl, Emanuel J. | Second Year | Ulysses |
| Jipp, Edwin T. | Fourth Year | Fort Calhoun |
| Johnson, George P. | Second Year | Omaha |
| Jones, Francis W. | First Year | Omaha |
| Judge, Walter P. | Second Year | DeWitt, Iowa |
| Kahl, Fred | First Year | Omaha |
| Kavanaugh, John B. | Third Year | Anaconda, Montana |
| Kelly, Cecil J. | Third Year | Omaha |
| Kelly, Clarence L. | Second Year | Omaha |
| Kelly, Francis P. | Second Year | Schuyler |
| Kelly, Lawrence F. | Third Year | Omaha |
| Kelly, Martin M. | Second Year | Omaha |
| Kelly, Raymond M. | First Year | Omaha |
| Kemmy, Joseph F. | Third Year | Omaha |
| Kennedy, Charles W. | First Year | Omaha |
| Kennedy, Jack E. | First Year | St. Paul, Minnesota |
| Kennedy, Stanton F. | First Year | Omaha |
| Kenny, Lee F. | First Year | Omaha |
| Kiernan, Vincent C. | First Year | Ida Grove, Iowa |
| Kiley, William M. | Fourth Year | Denhoff, North Dakota |
| King, Stephen H. | Fourth Year | Omaha |
| Kirlin, Robert J. | Second Year | Omaha |
| Klecan, Frank F. | First Year | St. Joseph, Missouri |
| Klepper, Alexander, W. | First Year | Earling, Iowa |
| Knapp, Harry F. | First Year | Omaha |
| Kriess, Louis A. | Second Year | Merriman |
| Lamb Joseph B. | First Year | Nesbit |
| Langfeld Daniel A. | Fourth Year | Omaha |
| Latenser, George W. | First Year | Omaha |
| Lawrenzana, Frank M. | First Year | Omaha |
| Leahy, Bernard W. | First Year | Omaha |
| Lee, Robert E. | Second Year | Superior, Wisconsin |
| Leeder, John F. | First Year | Omaha |
| Leermakers, Henry A. | Second Year | Omaha |
| Lennemann, Joseph A. | First Year | Orleans |
| Lichtenberger, Herbert C. | Third Year | Omaha |
| Liddell, James A. | First Year | North Platte |
| Liddell, William J. | First Year | Omaha |
| Liebentritt, William M. | Second Year | Omaha |
| Lieberknecht, Walter G. | Third Year | Omaha |
| Lipton, William R. | Second Year | Omaha |
| Ludington, Clifford H. | Third Year | Omaha |
| Lukovsky, Joseph F. | Third Year | Omaha |
| Lynch, Leonard J. | Fourth Year | Lake Andes, South Dakota |
| Lynch, Thomas F. | Third Year | Davey |
| Lyon, Delbert R. | First Year | Omaha |
| McAuliffe, Clarence R. | Third Year | Omaha |
| McCabe, Leo B. | Second Year | Omaha |
| McCaffrey, Arthur F. | Fourth Year | Omaha |
| McCarron, Donald, J. | Second Year | Omaha |

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| McCarten, John J. | Third Year | Omaha |
| McCarthy, H. Manley | Second Year | Omaha |
| McCarthy, William B. | First Year | Omaha |
| McCarville, Adrian J. | First Year | Moorland, Iowa |
| McCarville, Eugene D. | First Year | Moorland, Iowa |
| McCarville, Francis J. | First Year | Moorland, Iowa |
| McConville, Edward J. | First Year | Omaha |
| McDaid, Michael | Fourth Year | North Platte |
| McDermott, Paul H. | Fourth Year | Council Bluffs, Iowa |
| McEnaney, Edward J. | Second Year | Greeley Center |
| McEvoy, Hugh E. | Third Year | Omaha |
| McGargill, Gerald R. | First Year | Omaha |
| McGargill, Jerome E. | First Year | Omaha |
| McGargill, Leland F. | First Year | Omaha |
| McGargill, Paul A. | First Year | Omaha |
| McGowan, James P. | Fourth Year | Greeley |
| McGrath, James M. | Fourth Year | Omaha |
| McGrath, Raymond E. | First Year | Omaha |
| McGreevey, Daniel J. | Third Year | Denver, Colorado |
| McGuigan, John E. | Third Year | Omaha |
| McInerney, Thomas E. | Second Year | Greeley Center |
| McKenna, Edward T. | First Year | Omaha |
| McNeff, William J. | Third Year | Chicago, Illinois |
| McNeil, Raymond C. | Second Year | Omaha |
| Mack, Harold F. | First Year | Omaha |
| Malone, John J. | Third Year | Omaha |
| Malone, Donald P. | Second Year | Clinton, Iowa |
| Maloney, Edward S. | Fourth Year | Omaha |
| Maney, James H. | Fourth Year | Omaha |
| Manganaro, Tony | First Year | Omaha |
| Manning, John F. | Third Year | Beresford, South Dakota |
| Marsh, Milo, J. | Third Year | Omaha |
| Marshall, Harold J. | First Year | Council Bluffs, Iowa |
| Mavor, James E. | Second Year | Omaha |
| Mead, Fred H. | Second Year | Omaha |
| Meany, Joseph L. | Third Year | Austin, Minnesota |
| Mechtenberg, William R. | Second Year | Dimock, South Dakota |
| Meile, Herbert H. | Third Year | Omaha |
| Melcher, Irving S. | First Year | Omaha |
| Menzies, Arthur J. | Second Year | Omaha |
| Menzies, George T. | Third Year | Omaha |
| Miles, Charles N. | Second Year | Omaha |
| Miller, Herbert D. | First Year | Lake Andes, South Dakota |
| Miller, Paul T. | First Year | Omaha |
| Milnamow, Francis X. | Second Year | Omaha |
| Minnick, John J. | Second Year | Omaha |
| Mitchell, Harry E. | First Year | Omaha |
| Mitchell, John E. | Second Year | Omaha |
| Moffitt, Harold B. | Fourth Year | Omaha |
| Molseed, Merle A. | Second Year | Omaha |
| Monahan, John P. | First Year | Omaha |
| Montalbano, Antony | Fourth Year | Omaha |
| Montalbano, John | First Year | Omaha |
| Moore, Ralph B. | Second Year | Omaha |
| Moran, William H. | Third Year | Fromberg, Montana |
| Morgan, Orville P. | Second Year | Wagoner, South Dakota |
| Morrison, Robert | Fourth Year | O'Neill |
| Morrissey, Albert J. | Fourth Year | Shenandoah, Iowa |
| Morrissey, Stephen J. | Fourth Year | Sterling |
| Movlan, John S. | First Year | Omaha |
| Mulick, George J. | Third Year | Omaha |
| Mullaney, Philip J. | Third Year | Belfield, North Dakota |
| Mullen, Arthur J. | First Year | Omaha |
| Mullen, George C. | Second Year | Omaha |
| Mulvihill, Charles H. | First Year | Omaha |
| Mundy, Daniel J. | First Year | North Bend |
| Murphy, Edgar S. | Second Year | Cedar Bluffs |
| Murphy, George R. | Fourth Year | Omaha |
| Murphy, John J. | First Year | Omaha |
| Murphy, Joseph, F. | Second Year | Omaha |
| Murphy, Leo J. | Second Year | Cedar Bluffs |

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|------------------------------|-------------|--------------------------|
| Murphy, Paul J. | Fourth Year | Omaha |
| Murray, Henry T. | Fourth Year | Omaha |
| Nachtigal, Robert A. | Second Year | Omaha |
| Nalty, Raymond J. | Fourth Year | Omaha |
| Nalty, Richard B. | Fourth Year | Omaha |
| Narkevitz, Stephen Jos. | Second Year | Omaha |
| Nash, Edward W. | First Year | Omaha |
| Nash, Frederick A. | Second Year | Omaha |
| Negethon, William B. | Second Year | Council Bluffs, Iowa |
| Neligh, Oscar, W. | Third Year | Omaha |
| Noonan, Francis J. | First Year | Omaha |
| Norris Francis C. | First Year | Omaha |
| Norris, Joseph G. | Second Year | Omaha |
| Nussrallah, Edward G. | Fourth Year | Omaha |
| O'Brien, James P. | First Year | Omaha |
| O'Connell, Edward R. | Third Year | Chicago, Illinois |
| O'Connell, Harold T. | Second Year | Coffeyville, Kansas |
| O'Connor, Harry J. | Second Year | Loretto, Tennessee |
| O'Connor, John C. | First Year | Omaha |
| O'Connor, Kevin, F. | First Year | Omaha |
| O'Keefe, Ambrose J. | Second Year | Omaha |
| O'Keefe Leo I. | Third Year | Omaha |
| O'Keefe, Walter E. | First Year | Omaha |
| O'Leary, Austin T. | Third Year | Omaha |
| O'Leary, Crescent E. | First Year | Omaha |
| O'Malley, Francis G. | Third Year | Omaha |
| O'Neil, John W. | Third Year | Omaha |
| O'Rourke, Paul V. | Fourth Year | Omaha |
| Otte, Hubert M. | Second Year | Omaha |
| Otte, Leo F. | First Year | Omaha |
| Otte, Louis L. | Second Year | Omaha |
| Owens, Charles M. | First Year | Omaha |
| Owens, James P. | First Year | Omaha |
| Parquet, Stephen H. | Fourth Year | Woonsocket, South Dakota |
| Patterson, John E. | First Year | Greeley |
| Paul, James D. | Third Year | Omaha |
| Peterson, Roland | First Year | Omaha |
| Phipps, Irving W. | Third Year | Omaha |
| Ploke, Richard E. | First Year | Omaha |
| Plumer, Harold B. | First Year | Dunbar |
| Plumer, Maurice L. | First Year | Dunbar |
| Post, Harry B. | Second Year | Omaha |
| Pritchard, Michael J. | Second Year | Spalding |
| Procopio, Samuel | Second Year | Omaha |
| Proulx, Edward J. | First Year | Omaha |
| Quade, Arthur H. | Second Year | Janesville, Minnesota |
| Quinlan, Gerald F. | Fourth Year | Omaha |
| Ramacciotti, William C. | Third Year | Omaha |
| Rambour, George F. | Third Year | Columbus |
| Raneri, Alfred A. | First Year | Omaha |
| Ready, James H. | Fourth Year | St. Joseph, Missouri |
| Redmond, John E. | Second Year | Omaha |
| Reed, John J. | First Year | Omaha |
| Regan, Frank P. | First Year | Omaha |
| Reilly, Brian | Fourth Year | Omaha |
| Rettenmeier, Albert J. | Fourth Year | Carroll, Iowa |
| Richmond, Gordon X. | Second Year | Omaha |
| Riddle, William R. | First Year | Omaha |
| Risor, Curtis R. | First Year | Stuart |
| Roach, Clarence R. | Fourth Year | Omaha |
| Robert, Little G. | Second Year | Riverton, Wyoming |
| Rogers, Francis G. | First Year | Omaha |
| Roettele, Carl A. | First Year | Omaha |
| Rossiter, Frank J. | Second Year | Omaha |
| Rowland, Thomas A. | Fourth Year | Ottumwa, Iowa |
| Russell, Frank P. | Fourth Year | Omaha |
| Russell, Thomas J. | Fourth Year | Omaha |
| Ryan, Clarence J. | First Year | Omaha |
| Ryberg, Clifford | Second Year | Omaha |
| Ryder, Robert A. | Second Year | St. Louis, Missouri |

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|-----------------------------|-------------|---------------------------|
| Safarik, Henry J. | Third Year | Omaha |
| Sawyer, Lewis L. | First Year | Omaha |
| Scheibel, Raymond P. | Second Year | Omaha |
| Schmitz, Aloysius R. | First Year | Brainard |
| Scholes, Richard C. | Second Year | Omaha |
| Schonlau, Fred H. | First Year | Omaha |
| Schrump, John A. | First Year | Omaha |
| Schuetze, Zeno R. | First Year | Omaha |
| Schwertley, Cyril F. | Third Year | Missouri Valley, Iowa |
| Schwertley, Donald F. | Second Year | Missouri Valley, Iowa |
| Shea, James A. | First Year | Omaha |
| Sherman, James E. | Second Year | Omaha |
| Sipple, Kenneth S. | Third Year | Omaha |
| Smith, Basil H. | Fourth Year | Omaha |
| Smith, Clarence O. | Third Year | Omaha |
| Smith, James T. | Third Year | Omaha |
| Smith, Lawrence B. | Third Year | Omaha |
| Sofio, Antonio R. | First Year | Omaha |
| Spanswick, Harry, F. | Third Year | Omaha |
| Spitznagle Aloysius S. | Fourth Year | Council Bluffs, Iowa |
| Springer, Clement L. | Third Year | Omaha |
| Springman, Peter J. | Fourth Year | Portsmouth, Iowa |
| Stevens, Eugene L. | First Year | Omaha |
| Stuckart, Theodore | Third Year | Raymond, Iowa |
| Sullivan, Paul J. | First Year | Omaha |
| Swassing, Raymond H. | First Year | Omaha |
| Svoboda, Adolph E. | Fourth Year | Abie |
| Svoboda, Anton M. | First Year | Omaha |
| Tharnish, Henry A. | Third Year | Creighton |
| Thill, Matthew W. | Fourth Year | Austin, Minnesota |
| Thomas, Anthony | Third Year | Sioux City, Iowa |
| Tobin, Leonard W. | Fourth Year | Mitchell, South Dakota |
| Tobin, Richard B. | Fourth Year | Casper, Wyoming |
| Toller, Rudolph B. | First Year | Council Bluffs, Iowa |
| Traynor, John F. | First Year | Omaha |
| Truckey, Charles A. | Second Year | Grand Island |
| Urban, Willard F. | First Year | Omaha |
| Van Ackeren, F. | Fourth Year | Cedar Rapids |
| Vaverka, James W. | Third Year | Omaha |
| Wachtler, Fred A. | Fourth Year | Omaha |
| Wagenseller, Bruce R. | Second Year | Omaha |
| Walker, Fred W. | First Year | Omaha |
| Walkin, Richard E. | Second Year | Omaha |
| Wallick, Roland V. | Second Year | Omaha |
| Walsh, Edmund M. | First Year | Omaha |
| Welch, Frank J. | Second Year | Omaha |
| Welch, Harry L. | Second Year | Omaha |
| Welsh, Edward P. | Third Year | Council Bluffs, Iowa |
| Welsh, James V. | First Year | Omaha |
| Wesner, Edwin J. | Second Year | Omaha |
| Wheeler, Alfred H. | Fourth Year | Hot Springs, South Dakota |
| Whelan, Kenneth W. | Second Year | Omaha |
| Whelan, Vincent A. | Fourth Year | Omaha |
| Whitcomb, Walter J. | First Year | Omaha |
| Williams, Frederick R. | Fourth Year | Omaha |
| Winters, Francis J. | First Year | Omaha |
| Winters, John R. | First Year | Omaha |
| Wixon, Dale F. | First Year | Omaha |
| Wogan, Frank M. | Third Year | Easton, Missouri |
| Wright, Bernard | Fourth Year | Sulphur Springs, Iowa |
| Yirka, Frank L. | Fourth Year | Murdo, South Dakota |
| Yost, Arnold J. | Fourth Year | Farmer, South Dakota |
| Zaporowski, Louis J. | Second Year | Omaha |
| Zaporowski, Walter J. | Third Year | Omaha |
| Zeman, Adrian J. | Fourth Year | Omaha |



DIRECTORY

President—Rev. John F. McCormick, S. J., Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College, Twenty-fifth and California Streets, Omaha, Neb.

The Dean—Creighton College of Medicine, Fourteenth and Davenport Streets, Omaha, Neb.

The Dean—Creighton College of Law, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Dentistry, 210 South Eighteenth Street, Omaha, Neb.

The Dean—Creighton College of Pharmacy, 1410 Davenport Street, Omaha, Neb.

The Principal—Creighton University High School, Twenty-fifth and California Streets, Omaha, Neb.